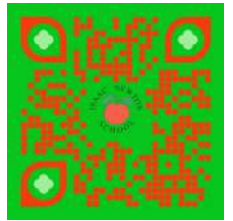




The Apple



The weekly news from Isaac Newton School, Grantham

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Dear Parents/Carer

We are approaching the last term of the academic year! This brings with it excitement for the future, but can also be a worrying time for children. As usual, we have thought carefully about transition arrangements with children meeting their new teachers on Tuesday 2nd and Tuesday 9th July. Staff will spend considerable time discussing the children's strengths, areas for development, likes, dislikes and any areas of need so they are fully prepared for September.

Our wonderful Year 6 pupils have worked so hard this year, and in particular over the last few months. We are so proud of how well they conducted themselves during their Key Stage 2 SATs last week. Many thanks to the year 6 staff who have supported them so well.

We really want to know about your child's out of school achievements, please email the school office on enquiries@isaacnewton-cit.co.uk with information or send their hard work into school, and we will celebrate this in our next Newsletter which will be published on **Friday 14th June**, on social media and during our Celebration Assemblies!

Reminders

There are an increasing number of children wearing brightly coloured trainers in school. We request that all pupils wear sensible black school shoes as per our School Uniform Expectations which can be found on the school website (<https://isaacnewton.eschools.co.uk/>) under the **Parents and Uniform Expectations** tab. Please also ensure that children wear studs and not hoops or 'dangly' earrings. **Also, a reminder that children should not be wearing tight, cycling style shorts to school.**

Useful link – Is my child too ill for school?

The attached NHS link is a really useful resource for parents/carers if they are unsure whether to send their child to school or not. <https://www.nhs.uk/live-well/is-my-child-too-ill-for-school/>



Medical Appointments

Photocopies of medical letters or of medical appointments are really useful and will mean that these absences will be authorised. Thanks you for your support with this.

Attendance

It is parents and carers responsibility to inform the school office if their child(ren) are going to be absent from school. Please do this by calling 01476 568616. In addition to this, please ensure the children arrive in school by 9am. If they are late, they miss out on valuable learning time. Both gates

open at 8.45 and classroom doors are open at 8.50am.

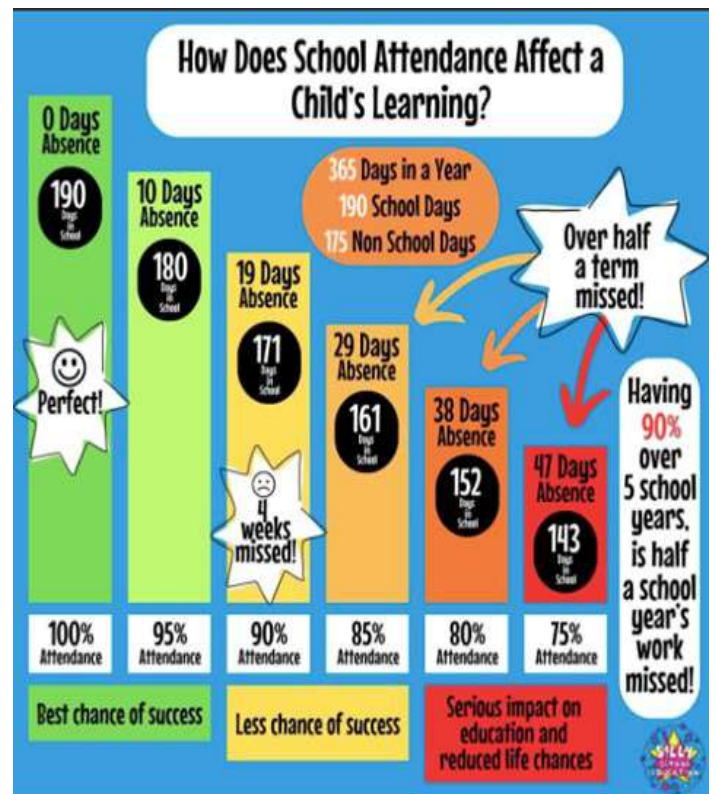
Attendance by Class for the last two weeks

How many classes are **above 96%**

Class 1	93%	Class 8	90%
Class 2	93%	Class 9	96%
Class 3	92%	Class 10	97%
Class 4	92%	Class 11	96%
Class 5	96%	Class 12	96%
Class 6	94%	Class 13	96%
Class 7	97%	Class 14	93%

Well done to Class 7 and Class10 who each have attendance over 96% and also to Class 5, Class 9, Class 11, Class 12 and Class 13 for having attendance at 96%.

Below is a reminder of the impact of having below 90% attendance. If this continues over a five-year period, this is equivalent to half a school year's worth of lost learning that will result in significant gaps. Mr Richards and the attendance team continue to work hard to support families, offer advice and help get children back in school so they can flourish.



Mr D. Milner
Headteacher

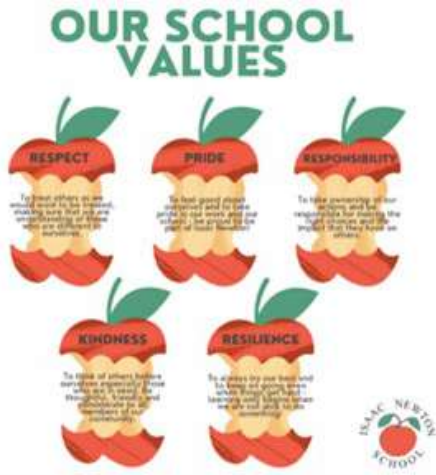
Parking

A polite reminder to all parents who drive their children to and from school **not** to park at the gate and block the entrance to school please. This causes considerable disruption for local residents and is also a safety hazard for children and parents who are walking to school.



School Values

We have continued to focus on our school value of Respect this term and introduced another school value - Pride. This has been discussed in assemblies, with the school council and in class. Being respectful and responsible for their actions will not only ensure that children are successful in school but will also serve them well as adults in the workplace. This week, we set the children a challenge of showing pride in their work and being ready first time, every time.



This week we discussed fundraising ideas with the children suggesting raising money for play equipment through cake sales, toy sales, clothes sales and by selling ice pops when the weather gets warmer.

We have asked the children to talk about transition arrangements with the rest of their classes. Staff are very clear about how these sessions will be run but we want to know the children's thoughts too.

Gardening Club

Mrs Doughty's Gardening Club, are desperate for more children's wellies. If you have any spares, please send them into school. Have a look at these magnificent milk bottle bird feeders which were sent home. Next week, the children are going to put their skills to good use by doing some weeding around school.



School Council update

Mrs McEvoy and Mr Milner met again with the School Council this week. The fortnightly meetings have been going really well. Each week important school related topics are discussed with the group, this is then shared with the rest of the class and responses brought back to the meeting by the councillors.

Celebration Assembly

Every Friday afternoon, we spend time celebrating all the successes from the week and present children with a Headteacher's Award. Staff choose one pupil from each class for a reason connected with our values (Respect, Pride, Responsibility, Kindness and Resilience and for following our simple, but effective, school rules (Be Ready; Be Respectful and Be Safe). All children are encouraged to listen carefully to the reasons for the award and they receive a certificate, a sticker and a round of applause from the whole school. It is always a special occasion and enjoyed by all!



Winners from last Friday's Celebration Assembly (10.05.2024) with their certificates.



Just look at these respectful role models. They have been outside at break and lunchtime picking up litter. Such great, selfless work. Well done Year 3!

Holiday Activities and Food Programme



Holiday Activities and Food Programme (HAF) bookings open on Tuesday 25 June!

We are delighted to share with you that bookings for Summer holiday clubs can be made from Tuesday 25 June!

Summer 2024 delivery dates

Summer HAF will take place during the Summer holidays running from Monday 22 July – Tuesday 3 September (excluding weekends and bank holidays).

Lincolnshire County Council are currently planning where clubs will be taking place and their mapping tool will be available soon to view on the HAF webpage (<https://www.lincolnshire.gov.uk/school-pupil-support/holiday-activities-food-programme>) detailing provision that will be delivered across the county.

How to book

To book on to a club, families will require a HAF Evoucher code which will be provided by school. The HAF E-voucher, received by email and/or text message, includes a link to the booking site listing available activities.

We look forward to updating you with further information soon!

Sports/PE update

Last Thursday we took some year 3 and year 4 children to the Grantham Tennis Club. The year 3 children took part in a Tennis festival, which consisted of a carousel of activities to improve their tennis skills. The year 4 children took part in a tennis competition, competing against other schools in single and double matches. All children showed great resilience all afternoon and were a credit to Isaac Newton!!



Over the past few weeks we have begun our annual cricket house games. The children compete in their houses, playing a fun cricket game allowing them to showcase their batting and fielding skills. The Year 4 winners were Saunders house. More results to follow after half term.

A reminder for those children in Year 5 who have registered to complete the Bikeability course. If your child is bringing their own bike and helmet these need to be in school on the first day back, **Monday 3rd June**. If you have requested to borrow a bike, these will be ready for the children upon arrival in school. Children can also wear their PE kits for Mon-Thurs which will allow them to complete the course in comfort.



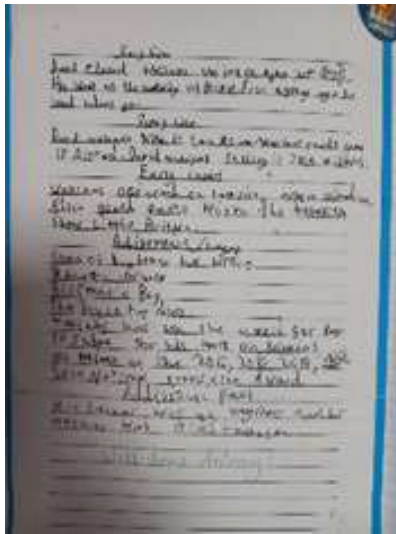
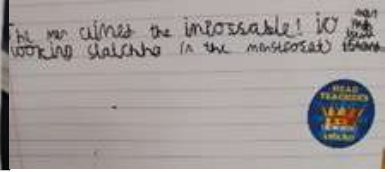
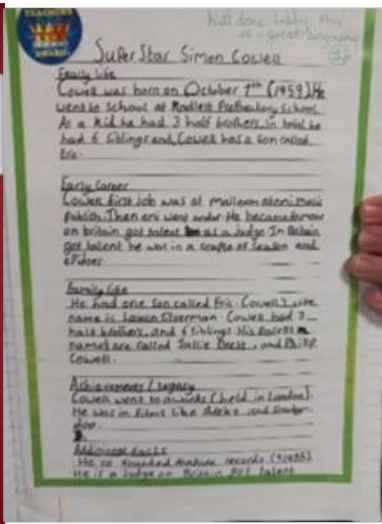
Well done to Jake who swam 25m recently. Brilliant effort Jake, we are very proud of you!

Rocksteady Workshops

Rock Steady lessons started this week. It is not too late to book your child in for the rest of this term by visiting their website <https://www.rocksteadymusicschool.com/>



Work to be proud of



Antony did an amazing biography all about David Walliams. The difference in his presentation from the planning stage to the final piece, is just phenomenal! Libby's biography is all about Simon Cowell who is her favourite judge on the X Factor. Lots of interesting facts, well done! Maddison also did a biography all about Simon Cowell and a fabulous setting description. Finally, James created a really exciting setting description. Well done to you too!



Harley's amazing setting description. Here's a short extract from it.
The fiery, orange sunset bellowed from the night falling sky! Wow!



Wonderful work from Patrick who has designed and made his own Roman sword and shield. Well done! Also, Paulo scored 25 out of 25 on TT Rock Stars for the first time. Well done!

Work to be proud of



Well done to Lexi-Mae, Amber and Skye for being such good role models and tidying up the library, again! Thank you so much for helping to keep it tidy. This is so important and means the rest of the school can choose their books easily.



Well done to Lacie, Nikola and Madison who wrote a Persuasive letter about why we should have an afternoon break. They stated that KS2 concentrate more than the younger children (who already get an afternoon break). They write shorts stories about Jack and the Beanstalk whereas ours are more advanced and we have to use more of our own ideas/ imagination. An afternoon break will give use more energy to write better work after break. Sometimes we feel tired at the send of the day.

Well done to Leo who completed some amazing work on the physical features that can be found in Australia. Lots of interesting facts.

Work to be proud of



Year 4 were set a challenge by Mr Smith, the music teacher, to work out the correct notes in Mary had a little lamb and London Bridge. We are so impressed with their musical knowledge, Mary used to play the piano and Leo is learning at the moment.

Fabulous posters all about the Battle of Bosworth. The children remembered lots of interesting facts, which they recalled confidently. These posters were decorated really carefully with amazing illustrations. Class 12 are clearly an artistic bunch! Well done to Nikola, Kendra, James and Madison.



Dates For Your Diary:

24th May	End of Term
3rd June	Start of Term 6
Week Commencing 3rd June	Bikeability Week
4th June	Great Wood Farm (Year 2)
10th June	Year 5 Burleigh House
11th June	Mini Olympics
25th June	KS2 Sports Day @ Meres
2nd July	Transition 1 (chance for pupils to meet their new teacher)
5th July	KS1 Sports Day (on school field)
8th July	Bake Off Competition
9th July	Transition 2 (chance for pupils to meet their new teacher again)
10th July	Summer Prom Concert
15th July	Reports sent home
19th July	End of Term 6
2nd & 3rd September	INSET Days (School closed to all pupils)
4th September	Start of term for the New Academic Year

Liam has written a brilliant short narrative, based on the story 'Island'. Lots of brilliant ideas and wonderfully presented. He blended his own artwork with pictures from the internet, it's very difficult to tell the difference. Such a good artist! He also brought some fabulous guided reading work. Excellent answers but also well presented again. All questions related to the class text, the Last Bear. Well done!



Patrick has scored 25 out of 25 a magnificent 10 times. Well done, Year 4 watch out!!!

Work to be proud of



Great work Harvey who has worked really hard on multiplication in morning maths. This has really helped him in maths lessons!



More fabulous artwork from Nettie and Isla who were inspired by some books in their classroom. Well done, can't believe they are only in year 1!



Foundation Stage have created some brilliant maps. These were chosen by the children home, the world, their bedroom, their house and how to find a castle. Great work from Mia, River, Paulina, Lachia, Austin and Alicia.



Look at this artwork that is linked with Year 6 English work on the Alchemist. Hoping to see the writing that goes with these wonderful pictures, when it is finished. Well done to Oscar, Emilie, Robin, Ava and Millie who are all in Class 14!



Congratulations to all of Class 7 who have been busily working hard on some delicious sounding pizza recipe's for year 2 pupils to enjoy. What a wonderful, kind idea. Well done to all of them. Toby is representing all of Class 7, Well done!

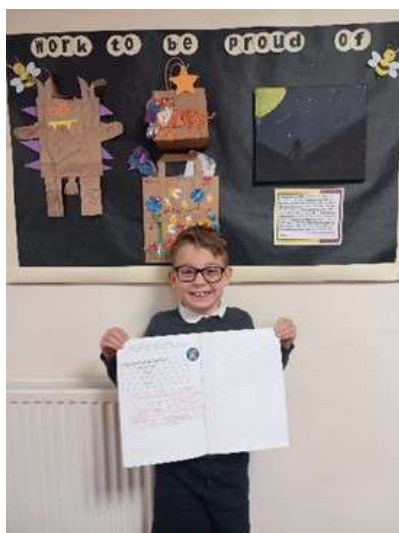


Roy has worked so hard today and found lots of features of a letter, during English. Well done, we are really proud of you.

Work to be proud of



Congratulations to Cole, who scored 25 out of 25 on TT Rock Stars for the first time. He has worked really hard on his tables and made such good progress!



An amazing character description based on Charlie and the Chocolate Factory. Logan has created a new character called Bemmy Blocks. Some wonderful, descriptive language used. Well done Logan!



Melody created a fantastic, persuasive poster to recruit the Celts to defeat the Romans. This was led by Boudicca! Such a colourful and persuasive piece. Well done!



Phenomenal handwriting by Tommie-J. A huge improvement, he is working so hard. Well done!



Well done to Maximillian who has made such good progress on TT Rock Stars and is now in first place. His average answer time used to be 8 seconds per question and it is now an astonishing 0.58 seconds per answer. The best part is that he's only in year 3. Mrs Gaze must be so proud. Wow! Wow! Wow!

Work to be proud of from home



Lana really enjoys writing stories at home. She's written short story books on Gymnastics, cheerleading, dance and athletics and also a



Well done to Harry from Class 4. Brilliant illustration completed at home and in school. These were inspired by the Lost and Found Penguin and the Gruffalo.



Well done to Harvey for his accurate subtraction homework. He showed lots of perseverance to get this all completed. Well done!



Amelia completed her homework to a really high standard, She looked at different adverts and did lots of research, well done!



Ragina wanted to learn as many countries in the world as possible, she has got 71 so far. They are all listed in alphabetic order, well done!



Alice has done some extra work on instructions on how to make a pizza. My mouth was watering reading through it all. Sounded delicious and I can't wait to have a go. Great work Alice!

Out of school achievement



Well done to Kurt who was given a medal for finishing second in the Knockout Cup for Colsterworth on Sunday 12th May. Well done Kurt, this has been a great season for the club.



Olivia attends the London Academy of Music and Dramatic Art Club, which is based in Grantham. At the end of March she was awarded a Distinction for poetry recital and did brilliantly in all areas of the examination. She has also auditioned for and been successful in landing a part in Annie. Well done Olivia, we are really proud of you!



Congratulations to CJ who has finally had his certificate and t-shirt through for the Swimathon that he completed through Cubs, back in February. Well done to him and the rest of the team!



Well done to Paulo and Charlie for getting a runners up medal in the Under 8's Knockout Cup recently for Gonerby FC.



Well done to Roy who has played for Colsterworth FC for two years and he received a medal for being a Silver Medallist in the under 10's knockout cup. Well done!



This week's online safety guide is a summary of the ... Here are the last 2 safety guides from national online safety and they are very relevant to our families! One is around school avoidance, and the other is about healthy friendships, which ties in nicely with the PSHE focus at the moment.

At The National College, our *WakeUpWednesday* guides empower and equip parents, carers and educators with the confidence and practical skills to be able to have informed and age-appropriate conversations with children about online safety, mental health and wellbeing, and climate change. Primarily delivered by National Online Safety, these guides now address wider topics and themes. For further guides, hints and tips, please visit nationalcollege.com.

10 Top Tips for Parents and Educators

ENCOURAGING HEALTHY FRIENDSHIPS

Navigating the complexities of childhood and adolescent friendships can be challenging – but with the right guidance, children and young people can cultivate meaningful, supportive relationships, some of which may last for many years. These top tips provide a comprehensive approach to fostering healthy friendships among children and young people. It's important to remember, however, that each child is different, and will require an individual approach to relationship support.

1 GRANT FRIENDSHIP OPPORTUNITIES

Encouraging children and young people to join extracurricular activities can foster healthy friendships by providing shared interests and common ground. Engaging in these activities offers a platform for interaction, sometimes alleviating the social pressure of knowing what to say, and helps children develop meaningful connections.

2 LEAD BY EXAMPLE

The children and young people in our lives see how we behave, the connections that we've made and the interactions between us and others. When we model healthy friendships, we set an example and help youngsters to understand what healthy friendships look like and how to navigate them.

3 HELP THEM LOVE THEMSELVES

Healthy friendships aren't just about dynamics with other people. They're about our relationship with ourselves. For overall wellbeing, it's important for a child to have the space to build their self-esteem and a positive self-image, as these factors can have a notable influence on the friendships they form throughout life.

4 MONITOR SCREEN TIME

Too much screen time can affect some children's wellbeing in general, but it can specifically impact friendships if it results in fewer positive social interactions. In some cases, reducing screen time and encouraging children and young people to find ways to interact face-to-face can have positive results. It's also important to remember that young people can make positive friendships online, but they will require support to do this safely.

5 TEACH PROBLEM-SOLVING

Inevitably, friendships can run into problems. However, this is also an opportunity to support children and young people to work through any difficulties that may arise. It can be tempting to intervene and try to fix these issues for those involved, but helping them consider ways of resolving conflict or managing difficult situations for themselves can help them create stronger friendships.

6 EMPOWER THE CHILD

When we give children and young people the confidence to choose their friends, navigate interpersonal boundaries and consider how they want to interact with the different people around them, we empower them to take control of the friendships they have. When young people feel in control of these things, they're more likely to make positive choices and remain aware of the signs of a negative relationship.

7 TEACH EMPATHY

'Healthy friendships' doesn't always mean 'perfect' – sometimes, disagreements can happen. When we teach children and young people to have empathy, we help them to see both sides of a relationship; to be mindful of the challenges a friend might be facing or whatever else might be going on. This can help children and young people to build stronger friendships.

8 BE OPEN TO QUESTIONS

Talking to young people about their friendships, who they spend time with and who they interact with can open the door to questions if they have concerns. Initially, these queries may be straightforward, but if we are receptive to discussion from the outset, young people are more likely to come to us for help when they are older as well.

9 UNDERSTAND BOUNDARIES

One of the keys to a healthy friendship is honouring boundaries. This can involve anything from respecting personal space and belonging to appropriate language and behaviour. Understanding the importance of setting these limits and upholding these set by others can help children and young people feel comfortable entering them, they're more likely to call someone out if they go too far.

10 SPOT THE SIGNS

We can't always supervise young people; sometimes, we need to step back and give them some space. However, it's important to consider any indicators that they may be struggling in their friendships. Are they becoming increasingly irritable? Does their behaviour alter when they're seen with their friends? Are they becoming withdrawn or reluctant to take part in certain activities? These could all be signs that they're finding things difficult, and we should remain alert to such changes.

Meet Our Expert

Becky Downen is an experienced educator who has worked in primary and secondary schools for 20 years. She is a facilitator, consultant and coach working with young people and the adults who work with them, with a focus on developing understanding and skills around mental health, wellbeing and safeguarding.



What Parents & Educators Need to Know about SCHOOL AVOIDANCE

School avoidance refers to reduced attendance or non-attendance at school by a child or young person. In 2022-23, more than one in five children in England were found to be absent from school over 10% of the time. This guide focuses on school avoidance with an emotional basis, offering expert mental health advice. However, it's important to remember that school avoidance is a hugely subjective experience which requires a tailored, individual approach.

UNDERSTANDING SCHOOL AVOIDANCE

IMPACT OF SCHOOL AVOIDANCE

REASONS FOR ABSENCE

School avoidance is sometimes underpinned by several factors rather than one single cause. This could include something going on for the child or young person within the family or at school. A child may have caring responsibilities at home, for instance, or a change in family dynamics; bullying and friendship difficulties at school; pressure to achieve in schoolwork and exams; or moving from primary school to secondary school.

LEARNING AND DEVELOPMENT

School refusal can negatively impact a young person's learning and development. Attending school on a regular basis not only supports academic attainment but is also important for the development of key life skills and the growth of children and young people as citizens.

PATTERNS OF ABSENCE

You may notice patterns in regular absences or children regularly expressing that they don't want to attend school (particularly being reluctant to leave home on school days). If a child or young person is neurodiverse, there is some evidence to suggest there are more aspects of school life which can cause distress – such as changes in the environment, changes of routine and sensory stimuli.

LONG-TERM OUTCOMES

The difficulties associated with school non-attendance can be far reaching and may have a negative impact on long-term outcomes. It may, for example, lead to reduced future aspirations, poor emotional regulation, mental health difficulties, limited academic progress and restricted employment opportunities.

COMPLAINTS ABOUT PHYSICAL SYMPTOMS

There may be an increase in a child or young person's complaints about physical symptoms, particularly on school days or the evening before school. These could include tummy aches, headaches, or saying they feel ill when there doesn't appear to be a medical cause. Always check with the GP first to rule out medical causes or illness.

CYCLE OF ABSENCE

Consistent absences may contribute to sustained school avoidance over time. Further to this, the longer a pupil is out of education, the more likely it is that there is a rise in their ongoing need to avoid the activity making them anxious – increasing their desire to stay at home.

Advice for Parents & Educators

WORK TOGETHER

If there's a concern about a child's absence and emotional wellbeing, it's important that there is clear communication and a consistent approach between the child's parents and the school, so you can take a child-centred approach together towards a plan of support or reintegration. This ensures a consistency of approach from both home and school, creating better outcomes for the child.

MANAGE OVERWHELMING FEELINGS

Acknowledge the child's worries, listen and discuss coping strategies together to help them manage difficulties. These could include mindfulness, deep breathing or going for a walk. This helps them understand that you are working together towards a common goal, and that these strategies can be used when bigger feelings arise.

FOLLOW REGULAR ROUTINES

Children can benefit from a regular and consistent routine. This could be a morning routine, from waking up and having breakfast through to getting dressed, packing their bag and leaving the house. A consistent evening routine which is calm and spent away from screens can also give children much needed predictability and familiarity. Schools can help create a timetabled routine for the child's school day, if required.

RECOGNISE POSITIVE STEPS

Drawing attention to a child's successes – be they big or small – can help to give them some much-needed confidence and motivation. Celebrate these daily victories – such as getting out of bed on time or completing school work – and don't hesitate to let the child know when you're impressed or proud of them. Such an approach can go a long way.

Meet Our Expert

With 30 years' experience as a teacher, trainer, consultant and interim executive board member, Anna Bateman has a superb understanding of what works in pedagogy, school improvement and leadership. She has also advised the Department for Education on their mental health green paper.



#WakeUpWednesday

The National College

Source: See full reference list on guide page at: nationalcollege.com/guides/school-avoidance

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